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AUTHOR	Wavering, Michael J.; McGee, Christy D.
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ABSTRACT

This paper describes a process for developing quality teacher education programs. The process begins with the core beliefs of all faculty members involved in the program. A retreat is an appropriate place to start the process of promoting appropriate philosophy and developing core beliefs in faculty members. Once this process is completed, it is time to develop a vision statement. The vision should be consistent with the core beliefs that the group has just developed. The final step in developing the philosophy is writing the mission statement. This process may not be a group activity, but input from all participants and agreement with the final result is imperative. The consistency of the core beliefs, vision, and mission guarantees a coherency that unites participants in the remaining tasks of developing and implementing the teacher education program. The psychology of teacher and learning should be constructed in the broad sense (including all the social and natural sciences that inform teaching and learning and the process of educating preservice teachers). The next task is to develop a knowledge base for the program. This may involve a task force to investigate areas of knowledge. The final task is developing the program structure. (Contains 10 references.) (SM)

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Developing Quality Teacher Education Programs:

A Process for Getting There!

Michael J. Wavering

wavering@uark.edu

Christy D. McGee

mcgee@uark.edu

University of Arkansas

Fayetteville, AR 72701

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Developing Quality Teacher Education Programs:

A Process for Getting There!

Overview

Providing quality teachers for our nation's schools during a time of teacher shortage is a challenge for all teacher educators. To do this, we believe it is necessary to have a clearly developed philosophy supporting the teacher education program which is consistent with the research on teaching and learning and from which the coursework, policies, and practices of the program are explicitly derived. We will describe such a process, that we believe is consistent with the outcome of a quality teacher education program.

Getting Started

At the starting point it is necessary to realize that the process of development is messy and time consuming. It is hard work that requires faculty to be honest about what they believe and willing to work with their colleagues to come to consensus around the important ideas and practices in their profession. We believe it is important to develop consensus about the philosophy of the program before any planning of courses or other "practical" matters. By philosophy we mean the core beliefs, vision, and mission of the program (Arkansas Leadership Academy, 1998). The place to start are the core beliefs of each faculty member who will be a part of the program, this includes faculty who teach courses for teachers not in the teacher education department and faculty and

administrators of schools in where there will be field experiences. A retreat is the best way to start the process. Each person at the retreat is asked to make a list of fifteen to twenty-four statements, which capture his/her heartfelt beliefs about teaching and learning. It may be easier to start this exercise by asking the participants to write statements that start with the stem, "I believe . . ." At this point the work begins. The statements of belief about teaching and learning of all the participants need to be distilled into a statement of the core beliefs of the teacher education program. Developing consensus around a set of core beliefs takes time. There will be considerable overlap, but there will also be beliefs, which are very different. It may be that some of these differences can be accommodated, but other individual core beliefs may not be part of the final set of core beliefs. The core beliefs of participants, which do not correspond with the group, should not be dismissed. This is the time, when all core beliefs should be heard. It is possible that these beliefs should be part of the core beliefs of the program. Only with discussion and debate can this be determined. It may also be that the group as a whole does not want to include an individual core belief as part of the core beliefs of the program. This does not deny the individual the right to hold that core belief, but a consensus should be reached about the core beliefs of the program.

Once this process has been completed the participants can turn their attention to developing a vision statement for the program. The vision statement is a description of what the ideal teacher education program of the group would be. This vision should be

consistent with the core beliefs that the group has just developed. The vision statement should serve to inspire and guide the development of the teacher education program. The statement should be no more than one page. The statement of vision should be so clear that a mental picture of the program is evoked by the description. This statement, also, provides a target by which to measure the development and implementation of the program. It is hard to generate a vision statement in a large group. Smaller groups, heterogeneously composed, could be formed to draft separate versions of a vision, which could then be worked into a single document or a representative group could write a draft for comment by the participants as a whole. However the process is done, all the participants should have the opportunity to be involved and feel ownership for the resulting document.

The final step in the development of the philosophy is the writing of the mission statement. The mission statement provides a concise statement to whom the program is directed, what the ultimate outcomes are, what products, services, or relationships provided, and how the program would work toward achieving the desired results. A mission statement ideally is less than 50 words. The writing of a mission may not be a group activity but input from all the participants and agreement with the final result is imperative. The consistency of the core beliefs, vision, and mission guarantees a coherency that unites the participants in remaining tasks of development and implementation of the teacher education program. From this can come the model for the

teacher education program, for example the Scholar-Practitioner Model of the University of Arkansas Master of Arts in Teaching Program (University of Arkansas, 2000; & McGee, Wavering, Imbeau, Sullivan, Morrow, Lefever-Davis, and Ryel, 2001).

Psychology of Teaching and Learning

The psychology of teaching and learning should be construed in the broad sense, that is, not only psychology, but all the social and natural sciences that inform teaching and learning and the process of educating preservice teachers. The task now is to develop the knowledge base for the program. It might be helpful at this point to have task forces who would investigate areas of knowledge for the knowledge base. We found that brown bag lunches and seminars were valuable in presenting various aspects of the knowledge base. This is, also, an ongoing process throughout as courses and specifics of the program are developed, support for these needs to be documented from the basic philosophy of the program and the developing knowledge base. We relied heavily on the Knowledge Base for the Beginning Teacher (Reynolds, 1989) as a starting point for the development of our knowledge. Since 1989 a series of handbooks and summaries of research have been published, which should be considered in the development of the knowledge base for a teacher education program (e.g. Bransford, Brown, and Cocking, 2000; National Research Council, 1996; Gabel, 1994; American Association for the Advancement of Science, 1993; Jackson, 1992; Houston, 1990; and Wittrock, 1986).

Finally, we are ready to develop the program structure (course content, internship specifics, policies, etc.). This may be the easiest part now that the core beliefs, vision, mission, psychology of teaching and learning, and model have been determined.

Concluding Words

The process of program development is as important as the product, the teacher education program. In reforming teacher education it is important to note that the relationships built out of the process of program development are critical to a successful outcome. The difficult and intimidating process of teacher education reform can result in quality teachers for all our children. The development of a sound philosophy and psychology of teaching and learning will serve as a beacon to ensure that outcome.

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Additional Resources

Scholar-Practitioner Model

Scholar-Practitioners are teachers who value theory and research, comprehend that theory and practice are complementary and mutually reinforcing, and are committed to the enhancement of teaching, learning, and professional service. The Scholar-Practitioner Model provides a balanced view of theory and practice that assists faculty from the university and the public schools in developing coursework and field experiences that prepare beginning teachers with the knowledge and practice necessary to be successful in the classroom. Seven tenets ensure that the Scholar-Practitioner Model has clear outcomes. The tenets serve as guides in the development of course syllabi, field-experiences, class assignments, and comprehensive examinations.

Seven Tenet of the Scholar-Practitioner Model

One who accesses, uses, and generates knowledge;

One who plans, implements and models best practice;

One who understands, respects, and values diversity;

One who is a developing professional and a lifelong learner;

One who communicates, cooperates, and collaborates with others;

One who makes decisions based upon professional standards, and ethical criteria; and

One who is knowledgeable about teachers and teaching, learners and learning, schools and schooling.

Mission Statement

The University of Arkansas, Fayetteville, Teacher Education Unit in partnership with public schools collaboratively create and maintain an intensive field-based fifth year master's degree program which produces highly qualified educators capable of enhancing the learning of all youth.

Statements About How People Learn

(Excerpted from How People Learn, Chapter 10 Conclusions)

Young children actively engage in making sense of their worlds.

Children are problem solvers and, through curiosity, generate questions and problems: Children attempt to solve problems presented to the them, and they also seek novel challenges.

Children's natural capabilities require assistance for learning.

All learning involves transfer from previous experiences.

Transfer of learning is an active process.

Knowledge that is taught in a variety of contexts is more likely to support flexible transfer than knowledge that is taught in a single context.

Learners do not always relate the knowledge they possess to new tasks, despite its potential relevance.

The sophisticated problem representations of experts are the result of well-organized knowledge structures.

Different domains of knowledge, such as science, mathematics, and history, have different organizing properties.

Teachers need expertise in both subject matter content and in teaching.

Teachers are learners and the principles of learning and transfer for student learners apply to teachers.

Classroom learning environments can be positively influenced by opportunities to interact with others who affect learners, particularly families and community members, around school-based learning goals.

CIED 3023 Survey of Exceptionalities
Test Chapters 6 - 9

TRUE or FALSE - Mark A for True and B for False

1. Arrangement of the physical environment is one method to prepare for crisis management.

2. One or two observations in the general education classroom of a student being evaluated for EBD services is ideal for making decisions about eligibility.

3. The deviance perspective on disturbance would categorize some students With EBD as simply engaging in the behaviors that are deviations from social norms.

4. In accordance with IDEA, students with EBD should be placed in a self-contained BD classroom with a trained BD teacher in order to receive the most appropriate services.

5. A trained speech-language pathologist should perform intervention for students with communication disorders.

6. By age 6 or 7, most children can produce the sounds of their native language with relatively few errors.

7. Intervention for stuttering should be undertaken if the communication is difficult or frustrating for the listener.

8. Language is an audible means of communication.

9. Hearing loss is a disability that cuts across all age groups and educational and socioeconomic levels.

10. Approximately one in five children experience a conductive hearing loss at some point in time.

11. Hearing loss can only be diagnosed through sounds presented through air conduction.

12. Diagnosis of hearing loss prior to six months of age is not necessary.

13. All conductive hearing loss is permanent.

14. Long term exposure to marching band music has been found to be a source of noise-induced hearing loss.

15. Most people who are deaf cannot hear any sounds.

16. People who communicate in both American Sign Language and printed English are said to be bilingual.

17. Hearing aids restore normal hearing to many users.

18. The Industrial Revolution contributed to widespread hearing loss among it's workers.

19. The deaf culture is anxious for the medical community to develop a cure for many cases of deafness.

20. A FM transmitter is not affected by clothing that covers its receiver opening.

21. Fifty per cent of all infants with hearing loss are otherwise healthy and have no known risk factors.

22. Postsecondary educational opportunities for youth with disabilities are currently very limited.

23. Minimizing the amount of extraneous noise in the classroom is an important step in facilitating the inclusion of students with hearing loss in the general education program.

24. A child with a visual impairment needs both a certified teacher of the visually impaired and an orientation and mobility specialist.

25. Cataracts may be surgically removed and intraocular lens implants used safely in children.

26. Children who are legally blind do not learn to stand during the same time period as their sighted peers.

27. Specialized instruction in independent living skills in addition to academic instruction is critical for students with visual disabilities.

28. Legal classifications of visual impairment are replaced with functional classifications in classroom settings.

29. The most appropriate placement for a student with a visual impairment should be most concerned with their disability-specific needs.

30. Students with visual impairments have the same cognitive capabilities as their sighted peers.

31. Visual impairment is considered a low incidence disability.

32. The orientation and mobility specialist's primary training is done with school-age children who are blind on their school campus.

33. The initial adjustment to the diagnosis of a visual impairment is the single most criticial event in the life of the individual and their family.

34. A student who is unable to benefit from visual modes of learning is known as being functionally blind.

35. Braille illiteracy is on the increase in the United States.

36. A child who acquires a visual impairment after infancy will retain their visual memory.

37. Students with visual impairments may spend twice as long completing a homework assignment as their nondisabled peers.

38. Teachers certified in visual impairment most often provide service to students with visual impairments in self-contained settings.

Match the following items as disability perspective or deviance perspective.

A. Disability perspective
B. Deviance perspective

39. _____ internal cause
40. _____ nonspecialized intervention
41. _____ blames student
42. _____ fixed condition
43. _____ diminishes importance of labeling
44. _____ requires assessment of environment

Match the following sources of information with the method of assessment.

A. Interviews
B. Direct observations
C. Screening
D. Archival search
E. Rating scales

45. _____ student files
46. _____ expanded responses
47. _____ actual student data
48. _____ uses normative comparison
49. _____ teacher judgment and report

Match the following language components with their definition.

A. The meaning of words
B. The rules for sequencing
C. The rules for internal structure
D. The rules for communication in different settings
E. The sounds of language

50. _____ Pragmatics
51. _____ Phonology
52. _____ Syntax
53. _____ Semantics
54. _____ Morphology

Match the following skills with its language component.

A. Phonology
B. Semantics
C. Pragmatics
D. Syntax
E. Morphology

55. _____ Well-developed vocabulary
56. _____ Uses body language appropriately
57. _____ Changes tense of verbs
58. _____ Engages in turn taking
59. _____ Ability to distinguish sounds
60. _____ Ability to form sentences

Multiple choice items - select the one best answer.

61. Common risk factors for hearing loss in children include:
    a. birth weight over five pounds.
    b. no family history of hearing loss.
    c. presence of head, facial or external ear abnormalities.

62. Causes of conductive hearing loss include all of the following except:
    a. malformed outer ear.
    b. noise exposure.
    c. ruptured eardrum.

63. Causes of sensorineural hearing loss include all of the following except:
    a. genetic factors.
    b. maternal viral illness.
    c. build-up of fluid in the middle of the ear.

64. Which of the following statements about hearing aids is true?
    a. Individuals with losses in the profound range will benefit the most from using a hearing aid.
    b. Hearing aids can be programmed to match the configuration of an individual's hearing loss.
    c. Hearing aids amplify all sound in the environment approximately equally.

65. Some people advocate for use of American Sign Language by children who are deaf because:
    a. it is widely used around the world.
    b. it is easy to use by individuals with poor motor control of both hands.
    c. it is the language of the deaf culture.

66. Symptoms of hearing loss include:
    a. turns head to one side when listening.
    b. frequently repeats sounds or syllables in words.
    c. has a harsh or hoarse voice.

67. When communicating with a person with a hearing loss you should:
    a. exaggerate your mouth movements when speaking.
    b. increase the volume of your speech.
    c. keep your hands away from your mouth.

68. By two years of age, a child with normal hearing should be able to:
    a. repeat songs and jingles.
    b. answer questions about a story read aloud.
    c. imitate sounds.

69. When referring to individuals with hearing loss, you should:
    a. use the term deaf to refer to a gain in the severe-profound range.
    b. avoid using the terms deaf person or deaf.
    c. use the term person with hearing loss to refer to persons who can hear normally.

70. Which one of the following types of hearing loss is considered the most severe?
    a. Mild, unilateral hearing loss
    b. Profound, bilateral hearing loss
    c. Mild, bilateral hearing loss

71. When dealing with students with EBD, it is most important to
    a. make the classroom equal
    b. create learning environments where success is maximized
    c. not push the students too hard
    d. reinforce all positive behavior

72. When working with parents of students with EBD, teachers should
    a. plan and implement regular and positive communication with parents
    b. establish a parent support group that meets on a regular basis
    c. avoid blaming parents for student's behavior
    d. all of the above

73. Which of these is the least productive strategy for a teacher building an educational program for a student with EBD?
    a. be proactive and positive
    b. empirically and socially validated
    c. emphasize the teaching of functional social skills
    d. focus on labels

74. Within a _____ perspective, EBD is thought to result from intra-psychic or biological causes.
    a. disability perspective
    b. crisis perspective
    c. functional assessment
    d. deviance perspective

75. The structure and expectations of schools may serve as possible causes For EBD.
    a. True
    b. False

76. Research on influences that contribute to EBD has demonstrated a high correlation between EBD and
    a. poverty, high crime, and violence
    b. harsh parental punishment
    c. peers who engage in drug use, casual sex, and crime
    d. all of the above

77. Normal behavior is relative to
    a. place, time, and context
    b. features or dimensions of the behavior (rate, frequency, etc.)
    c. labels previously assigned to the individual
    d. all of the above

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Organization/Address: 319 GE, UNIVERSITY OF ARKANSAS FAYETTEVILLE, AR 72701	Telephone: 479-575-4283	FAX: 479-575-6676
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